

FRANK D. PARENT SCHOOL

School Year: 2020-2021

Single Plan for Student Achievement (SPSA)

County-District-School Local Board Approval

(CDS) Code

Date

School Site Council

School Name

(SSC) Approval Date

Frank D. Parent TK-8 School	19646346014542		February 24, 2021
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In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our involvement process included the following steps:

- Bringing our current SSC group together to train them on their roles and responsibilities as an SSC member, including their importance in the development of the School Plan for Student Achievement (SPSA). **October 14, 2020**
- Scheduling our SCC meetings that included working on the SPSA. **October 14, 2020** • Reviewed 18-19 plan to identify needs and evaluate the effectiveness of the plan. (Evaluation metric attached) **October 14, 2020**
- Surveyed the Staff for input and that information was to complete the needs assessments. • Reviewed the student achievement data with Staff and SSC to identify strengths and weaknesses in ELA and Math.
- After the data analysis, instructional strategies, interventions and additional academic supports will be identified to include in SPSA.
- Identify Title 1 allowable expenditures and align to actions identified to improve academic achievement for all students. **October 14, 2020**
- Identify and outline professional learning opportunities for staff and parents that will address our academic efforts.
- Create a timeline of monitoring
- SSC approved SPSA on
- All SSC members will approve SPSA to then submit for BOE approval on February 24, 2021

Goals, Strategies, & Proposed Expenditures

Goal 1--ELA

Goal: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS

By June, 2021, 20% of students who scored at the “Nearly Met” and “Not Met” achievement levels in ELA will increase their scores on the 2021 SBAC by one level from the previous school year, as measured by the CAASPP Summative Assessment.

This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with the IUSD Strategic Plan Pillar D **(Data Informed, Effective and Efficient System).**

Basis for this Goal

CURRENT STATUS: 72% of students in grades 3-8 scored at the “Nearly Met” or “Not Met” achievement levels on the 2019 CAASPP Assessment in English Language Arts.

28% of students in grades 3-8 scored at the “Met” or Exceeded” achievement levels of the CAASPP Assessment.

Expected Annual Measurable Outcomes


Metric/Indicator Baseline Expected Outcome

2019 CAASPP SUMMATIVE ASSESSMENT (SBAC) ELA	2019 SBAC - ELA (354 Students) Gr. STU NOT NEARLY MET EXCEEDED 3 - 53 42% 29% 23% 5% 4 - 55 73% 13% 7% 7% 5 - 61 41% 30% 21% 8% 6 - 57 33% 26% 35% 6% 7 - 52 50% 27% 19% 4% 8 - 76 45% 28% 20% 8%	<i>51 students who scored at the “Nearly Met” and “Not Met” achievement levels in ELA will increase their scores by one level. (June, 2021)</i>
Journeys - HMMH 2019-20 Assessments	Performance Task #1 Average score (gr. 2-5) = 25%	20 % increase from baseline assessment
9/2020 i-Ready Data (3-5) 81 students	34% - Tier 1 28 students 39% - Tier 2 37 students 28% - Tier 3 36 (At Risk)	20 % increase from students in Tier 2 & 3- (15 students)

9/2020 i-Ready Data (6) 47 students	13% - Tier 1 7 students 20% - Tier 2 10 students 68 % - Tier 3 (At Risk) 30 students	20 % increase from students in Tier 2 & 3 (8 students)
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CA School Dashboard GAUGE	English Language Arts  Orange 55.9 points below standard Declined 3.5 Points	State Indicator Data - Increase one level from 2019
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PLANNED STRATEGIES/ACTIVITIES

Strategies/Activities

Students to be Served by these Strategies/Activities:

All students will be served with a focus on African American students, English Learners, and students in Special Education.

Strategies and Activities

Teachers will Implement three core instructional strategies daily, in all subjects.

Close Reading/Identifying Text Evidence (Utilize Schoolwide Annotations)

Academic Conversations

Writing to Express Understanding

ADDITIONAL STRATEGIES INCLUDE:

Evidence Based Teaching Strategy # 6 - Provide students with Feedback - Feedback should be meaningful, specific, consistent, and timely

Use of Culturally & Linguistically Responsive Techniques - Student Engagement, Discussion Protocols, Call/Response Attention Signals, Student Collaboration

Data Informed Interventions - The Principal, Leadership Team, and teachers meet regularly to analyze assessment data in English Language Arts in order to drive continuous improvement of classroom instruction and to identify students' in need of academic and behavioral interventions or

enrichment in ELA.

The following positions, programs, materials, professional development activities, release time, and extra duty assignments, will be directly involved or provided in supporting the implementation of these instructional strategies in order to meet the ELA goal:

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STAFF/POSITIONS

Instructional Coach--Centralized Services: The **Instructional Coach** (80%) provides on-going support, advantageous resources, and professional development for teachers at all grade levels in order to support the implementation of the core instructional strategies, as well as other effective strategies designed to increase student achievement.

Intervention Teacher -- Title I (80%) The **Intervention Teacher** is responsible for providing targeted academic intervention to underperforming students, including students in the Dual Immersion Program. Summative assessments (CAASPP) and formative assessments (Journeys, i-Ready, IABs, DIBELS, Achieve 3000) are used to identify students in need of academic intervention. Student progress is closely monitored. Ongoing communication between classroom teachers and the intervention teacher will occur. (Salary and Benefits - Approximate Cost: \$83,000)

Counselor -- General Fund The **Counselor** works with students to devise individualized strategies for improved behavior and study skills. Additionally, the Counselor is responsible for leading Student Success Team meetings and follow-up sessions, as well as for contacting parents of underperforming students to discuss academic areas in need of improvement and possible avenues for student support..

Instructional Aide/s - Title I The **Instructional Aide** supports Parent School's Dual Immersion (Spanish) Program (grades TK-5) The Aide is a strong support to the 3rd - 5th grade Dual Immersion teachers whose students will take the SBAC in Spring, 2021. (Salary and Benefits - Approximate Cost: \$26,500) Staff input indicated that an additional Instructional Aide is needed in our K-5 classrooms. (\$13,339 remains in the Budget for an additional Instructional Aide)

After School (and Sat.) Academy Staff -- Title I Extra Duty A **Before and After-School Tutoring Program** will be scheduled in order to support underperforming students. This program will include students participating in the Dual Immersion Program, English Learners, and students in all subgroups. (Approximate Cost: \$5,000)

Create Student Clubs and After-School Enrichment Activities -- Staff and SSC indicated that there is a need for students to become involved in positive activities during the school day (lunch clubs) as well as after-school. **Title I Extra Duty** (Approximate Cost: \$1,000)

STAFF PROFESSIONAL DEVELOPMENT

Provide on-going Staff Professional Development: All staff will receive professional development in the three core instructional strategies. The Principal and Leadership Team will continue to be responsible for planning staff professional development activities in ELA, seeking expertise on staff or

across the district, working with PLCs to provide guidance/support, and for planning the **Cycle of Inquiry** staff activities for the purpose of examining data, analyzing student assessments, and planning “*next steps*.”

Staff will receive Professional Development for planning and delivering virtual instruction, as well as in assessing students virtually in order to monitor student academic progress and to provide intervention in order to increase student achievement.

Provide on-going Staff Professional Development for Dual Immersion Teachers **Title I PD**
(Approximate Cost: \$7,000)

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Dual Immersion teachers/staff in Spanish and French will participate in all staff professional development activities. In addition to staff activities, Dual Immersion staff will visit similar classes on nearby campuses, attend CAFE and LACOE professional development training sessions, collaborate once a week with the DI team, and attend support meetings with the administration. ELA in target language (Spanish or French) materials needed for Dual Immersion classes will be purchased.

Purchase materials for professional development activities **Title I PD** Approximate Cost: (\$7,500)

Provide Release Time (*substitute coverage*) **Title I PD** Release time will provide teachers with opportunities for collaboration and professional development activities Approximate Cost:(\$8,000)

Staff Professional Development/AVID **Title I PD** Staff representing varied grade levels and departments, including Special Education will attend the Summer, 2020 AVID Institute/Training. Staff will become educated in the AVID methodologies and instructional strategies in order to successfully implement AVID in grades TK-8. AVID will equip students with organizational techniques and effective study skills to prepare learners to be college and career ready. Newly acquired instructional strategies will be shared with the entire staff throughout the school year. Title I PD funds will be utilized for teacher extra duty pay, instructional materials, and technology needed to implement the AVID program. Approximate Cost:(\$10,000)

TECHNOLOGY

Continue to upgrade technology: **Title I** Additional and upgraded technology is essential for teachers to effectively implement core instructional strategies on campus and through the Distance Learning Model. Chrome Books, Smart Boards, Elmos, projectors, Apple pencils, iPADS, and laptop computers are needed in preparing for and administering formative and summative assessments, as well as delivering quality daily virtual instruction..

Effective use of technology, (**including digital tools, supplies, and resources**), that enhances and supports classroom/virtual instruction and increases student engagement. *Staff input during 2019-20 indicated that purchasing additional Chrome Book carts should be prioritized with a goal of funding three carts during 2019-20 and over the next several years. It has been recommended by staff and SSC that other funding avenues are explored in order to purchase five individual Chrome Books/classroom.* Input from staff in 10/2020 indicated a need for **highly effective digital and virtual/online tools and resources** for instruction and intervention in core subjects, including student and teacher licenses for online learning opportunities. Approximate Cost: (\$42,000)

INSTRUCTIONAL RESOURCES

Our SSC voted to allocate \$200/teacher to purchase instructional resources and materials for the purpose of increasing student achievement in ELA and Math.(\$4,000)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$102,948 (FOR ELA & MATH)
Title 1 and Title 1 PD

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Goal 2--Math

Goal: INCREASE STUDENT ACHIEVEMENT IN MATH

By June, 2021, 20% of students who scored at the “Nearly Met” and “Not Met” achievement levels in Math will increase their scores on the 2021 SBAC by one level from the previous school year, as measured by the CAASPP Summative Assessment.

This goal supports LCAP Goal 2. (Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English Language proficiency).

This also aligns with our Strategic Plan Pillar D (Data Informed, Effective and Efficient System).

Basis for this Goal

CURRENT STATUS: 80% of students in grades 3-8 scored at the “Nearly Met” or “Not Met” achievement levels on the 2019 CAASPP Assessment in Math. 20% of students in grades 3-8 scored at the “Met” or Exceeded” achievement levels of the CAASPP Assessment.

Expected Annual Measurable Outcomes


Metric/Indicator Baseline Expected Outcome

2019 CAASPP SUMMATIVE ASSESSMENT (SBAC) MATH	2019 SBAC - MATH (355 Students) Gr. STU NOT NEARLY MET EXCEEDED 3 - 52 44% 31% 21% 4% 4 - 57 68% 26% 5% 0% 5 - 61 51% 18% 16% 15% 6 - 57 37% 26% 26% 11% 7 - 52 58% 25% 15% 2% 8 - 76 71% 21% 6% 5%	<i>57 students who scored at the “Nearly Met” and “Not Met” achievement levels in Math will increase their scores by one level. (June, 2021)</i>
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Interim Assessment Block (IAB) Benchmark (gr. 3-8) 2019-20 Numb. & Oper. - Base 10 3rd - 5th Ratios & Proportional Relationships 6th & 7th Expressions & Equations 8th	3rd - 2% Above 42% At 56% Below 4th - 9% Above 41% At 50% Below 5th - 4% Above 51% At 45% Below 6th - 13% Above 21% At 66% Below 7th - 8% Above 47% At 45% Below 8th - 7% Above 52% At 41% Below	20% increase of students At or Above Standard on IABs
i-Ready Data (1-5) 9/2020 180 students	21% - Tier 1 31 students 45% - Tier 2 81 students 35% - Tier 3 (At Risk) 68 students	20% increase from students in Tiers 2 & 3 (30 students)
i-Ready Data (6-8) 9/2020 164 students	13 % - Tier 1 21 students 34% - Tier 2 55 students 54% - Tier 3 (At Risk) 88 students	20% increase from students in Tiers 2 & 3 (29 students)

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CA Dashboard GAUGE	<p>Mathematics</p>  <p>Yellow</p> <p>81.2 points below standard Increased 6.8 Points</p>	Increase one level on the State Indicator
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PLANNED STRATEGIES/ACTIVITIES

Strategies/Activities

Students to be Served by these Strategies/Activities

All students will be served with a focus on African American students, English Learners and students in Special Education.

Strategies/Activities

Implement **three** core instructional strategies across the curriculum:

Close Reading (*Using Schoolwide Math Annotations*)

Academic Conversations

Writing to Express Understanding

ADDITIONAL STRATEGIES INCLUDE:

Evidence Based Teaching Strategy # 6 - Provide students with Feedback - Feedback should be meaningful, specific, consistent, and timely

Use of Culturally & Linguistically Responsive Techniques - Student Engagement, Discussion Protocols, Call/Response Attention Signals, Student Collaboration

Data Informed Interventions - The Principal, Leadership Team, and teachers meet regularly to analyze assessment data in Math in order to drive continuous improvement of classroom instruction and to identify students' in need of academic and behavioral interventions or enrichment in Math..

The following positions, programs, materials, professional development activities, release time, and extra duty assignments, will be directly involved or provided in supporting the implementation of these instructional strategies in order to meet the Math goal:

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STAFF/POSITIONS

Instructional Coach--Centralized Services: The Instructional Coach provides on-going support, advantageous resources, and professional development for teachers at all grade levels in order to support the implementation of the core instructional strategies, as well as other effective strategies designed to increase student achievement.

Intervention Teacher -- Title I The Intervention Teacher is responsible for providing targeted academic intervention to underperforming students, including students in the Dual Immersion Program.. Summative assessments (CAASPP) and formative assessments (i-Ready and IABs) are used to identify students in need of academic intervention. Student progress is closely monitored. Ongoing communication between classroom teachers and intervention teacher. (same costs as ELA)

Counselor -- General Fund The Counselor works with students to devise individualized strategies for improved behavior and study skills. Additionally, the Counselor is responsible for leading Student Success Team meetings and follow-up sessions, as well as for contacting parents of underperforming students to discuss academic areas in need of improvement and possible avenues for student support..

Instructional Aide/s - Title I The Instructional Aide supports Parent School's Dual Immersion (Spanish) Program (grades TK-5) The Aide is a strong support to the 3rd - 5th grade Dual Immersion teacher whose students will take the SBAC in Spring, 2021.(same costs as ELA)

After School (and Sat.) Academy Staff -- Title I Extra Duty A Before and After-School Tutoring Program will be scheduled in order to support underperforming students. This program will include students participating in the Dual Immersion Program. (same costs as ELA)

STEAM ENRICHMENT - Title I Trained staff will conduct STEAM Enrichment Workshops after school Approximate Cost: (\$2,000)

STEAM Day - Parent School will pilot a STEAM Day event. **Title I** *Approximate Cost: (\$1,000)*

Create Student Clubs and After-School Enrichment Activities -- Staff and SSC indicated that there is a need for students to become involved in positive activities during the school day (lunch clubs) as well as after-school. (STEAM) **Title I Extra Duty**

STAFF PROFESSIONAL DEVELOPMENT

Provide on-going Staff Professional Development: Provide on-going Staff Professional Development: All staff will receive professional development in the three core instructional strategies. The Principal and Leadership Team will continue to be responsible for planning staff professional development activities in ELA, seeking expertise on staff or across the district, working with PLCs to provide guidance/support, and for planning the **Cycle of Inquiry** staff activities for the purpose of examining data, analyzing student assessments, and planning “*next steps*.”

Staff will receive Professional Development for planning and delivering virtual instruction, as well as in assessing students virtually in order to monitor student academic progress and to provide intervention in order to increase student achievement.

Provide on-going Staff Professional Development for Dual Immersion Teachers **Title I** *(same costs as ELA)*

Dual Immersion teachers/staff will participate in all staff professional development activities. In addition to staff activities, Dual Immersion staff will visit similar classes on nearby campuses, attend CABC and LACOE professional development training sessions, collaborate once a week with the DI Single Plan for Student Achievement| Page 8 of 19

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team, and attend support meetings with the administration. Math/Science materials needed for Dual Immersion classes will be purchased.

Purchase materials for professional development activities **Title I** *(same costs as ELA)*

Provide Release Time *(substitute coverage)* **Title I** Release time will provide teachers with opportunities for collaboration and professional development activities *(same costs as ELA)*

Staff Professional Development/AVID **Title I PD** Staff representing varied grade levels and departments, including Special Education will attend the Summer, 2020 AVID Institute/Training. Staff will become educated in the AVID methodologies and instructional strategies in order to successfully implement AVID in grades TK-8. AVID will equip students with organizational techniques and effective study skills to prepare learners to be college and career ready. Newly acquired instructional strategies will be shared with the entire staff throughout the school year. Title I PD funds will be utilized for teacher extra duty pay, instructional materials, and technology needed to implement the AVID program. *(same costs as ELA)*

TECHNOLOGY

Continue to upgrade technology: **Title I** **Continue to upgrade technology:** **Title I** Additional and upgraded technology is essential for teachers to effectively implement core instructional strategies on campus and through the Distance Learning Model. Chrome Books, Smart Boards, Elmos, projectors, Apple pencils, iPADS, and laptop computers are needed in preparing for and administering formative and summative assessments, as well as delivering quality daily virtual instruction..

Effective use of technology, **(including digital tools, supplies and resources)**, that enhances and supports classroom/virtual instruction and increases student engagement. Input from staff in 10/2020 indicated a need for **highly effective digital and virtual/online tools and resources** for instruction

and intervention in core subjects, including student and teacher licenses for online learning opportunities.

Avenues will be explored for funding five chrome book computers/classroom.(same costs as ELA)

INSTRUCTIONAL RESOURCES

Our SSC voted to allocate \$200/teacher to purchase instructional resources and materials for the purpose of increasing student achievement in ELA and Math. (same costs as ELA)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$102,948 some costs same as ELA
Title I and Title I I PD

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Goal 3-Climate and Culture

Goal: SCHOOL CULTURE & CLIMATE

Student ODR's (Referrals) on the Parent School campus will be reduced by 10% from the previous school year, as measured by PBIS/SWIS data.

In 2019-2020, Parent School student attendance will increase by 2% from the previous school year, as measured by the AERIES Student Information System.

This goal is aligned to:

LCAP Goal 3:**Create a safe and welcoming learning environment where students and families are engaged and connected to their schools in order to support and increase student success.**

Pillar A: Rigorous, Culturally Responsive Teaching and Learning

Basis for this Goal

CURRENT STATUS:

PBIS: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone ,to create the kinds of schools where all students are successful. In 2017-18 PBIS Frank D. Parent missed “Silver Recognition” by one percentage point. Office Discipline Referrals (ODRs) were utilized, as well as the Panther Raffle. Award certificates were given to students who qualified (exemplary behavior). The PBIS Team has been reestablished for the 2020-2021 school year. The site PBIS Team will be working with LACOE and district personnel to reestablish and revamp PBIS at Frank D. Parent.

REFERRALS: During the 2017-2018 school year, there were 457 ODRs. During 2018-2019, the number of Office Discipline Referrals was 537.

“Time of day” data indicates that most referrals occurred during lunch periods. The day of the week that had the most referrals was Wednesday.


Expected Annual Measurable Outcomes


Metric/Indicator Baseline Expected Outcome

Office Referrals (ODRs)	2017-18 - 457 referrals	Reduce by 10%
Office Referrals (ODRs)	2018-19 - 537referrals	Reduce by 10%
Suspensions	2017-18 - 2.6% of students suspended at least once. Decreased from previous year by 4.2% Dashboard Level - Green 2017-18	Principal & staff will continue to seek effective strategies for student engagement and behavior intervention. However, students who display egregious behavior will be issued consequences,

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	<p>Suspension Rate 2018-2019</p>  <p>Green</p> <p>1.5% suspended at least once Declined 1.2%</p>	which may include suspension.
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Average Daily Attendance	93.6%	Increase by 2%
Chronic Absenteeism	<p>CA Dashboard Data: 2017-18 - 7.2% Decreased from previous year by .72%</p> <p>Chronic Absenteeism 2018-2019</p>  <p>Red</p> <p>15.5% chronically absent</p> <p>Increased 8.2%</p>	Reduce by 10%

PLANNED STRATEGIES/ACTIVITIES

Strategies/Activities

Students to be Served by this Strategies/Activities

(Identify either All Students or one or more specific student groups)

All students will be served

Strategies/Activities

STUDENT ATTENDANCE

Our school Principal, Counselor, and Data Tech will monitor attendance throughout the year, including during Distance Learning..

Incentives will be offered to students every six weeks. Classrooms will compete for a trophy. The classroom with the highest attendance percentage will house the trophy when on site earning

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resumes. Strategies will be implemented to encourage attendance in virtual classrooms during Distance Learning..

Our Counselor will conduct SART and SARB meetings throughout the year.

OFFICE DISCIPLINE REFERRALS AND SUSPENSIONS

The Principal, Counselor, Office Staff, Leadership Team, Data Tech, and PBIS Team will monitor office discipline referrals and suspensions. PBIS will be entering its fourth year of implementation.

“Cool Tools” will be used throughout the year. Teachers will implement the school-wide classroom management system. During the 2018-19 school year, the number of Office Discipline Referrals increased. However, the number of suspensions decreased according to the CA Dashboard. The data indicates that *alternative* strategies were utilized with students who were referred to the office/counselor.

STAFF PROFESSIONAL DEVELOPMENT (*Approximate Cost:*

Staff PD activities will model *Culturally Responsive Techniques* to use with students.

SPECIAL NEEDS STUDENTS

School Counselor and Psychologist will conduct SST’s and monitor IEP’s to ensure students are receiving appropriate services.

(Students’ Input: *Offer lunch clubs and create a Homework Cafe. Continue offering a Panther Store*)

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students’ social, ethnic, cultural and language perspectives.

L2: Culturally-relevant PD: Principal And leadership Team encourage teachers and staff to challenge their own beliefs and actions about students’ ability to meet high expectations, and provide ongoing culturally relevant professional development.

L7:

Data-informed intervention: Principal and Leadership Team meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students’ academic and behavioral intervention and enrichment to address attendance, suspensions, positive student intervention and support.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

N/A

Goal 4--Parent Involvement

Goal: INCREASE PARENT INVOLVEMENT

Frank D. Parent School stakeholders will strengthen School/Home Communication during the 2019-2020 school year, as measured by Needs Assessment Surveys in June, 2021.

Parent participation (volunteers, attendance at school events, parent conferences) will increase during 2020-2021, compared to the previous school year, as measured by Sign-in Sheets and Volunteer Logs.

Basis for this Goal

CURRENT STATUS: *During the 2018-2019 school year, our PTA Membership was 97 which was approximately 20% of our total enrollment. There were less than 20 consistent volunteers. The PTA Board members, morning valet service, and the popcorn fundraiser were the areas in which parents volunteered most. A few loyal parent volunteers assist on campus daily!* During the 2019-2020 school year, the PTA membership increased more than **100% from 97 members to 219 members!** However, the parent participation/involvement rate remained the same. During the current Distance Learning Model, increasing PTA membership and parent involvement is more of a challenge, but strategies will be implemented to encourage virtual family involvement.

LCAP Goal 3: **Create a safe and welcoming learning environment where students and families are engaged and connected to their schools in order to support and increase student success.**

Pillar B: **Strong Relationships with Families and Community**

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

PTA Membership	87 - 2017-2018 97 - 2018-2019 219 - 2019-2020	Increase by at least 20% in 2020-2021
Attendance at parent meetings	250 in attendance - <i>Back to School Night</i> Average of 20-25 families <i>PTA Meetings</i>	Increase by 20%
Parent Conferences	<i>Approx. 66% of parents attended Conferences in gr.. TK - 5</i> <i>50% of parents attended Conferences in gr. 6-8</i>	Increase by 20%
Parent Volunteer Hours	442 hours during 2018-2019	Increase by 20%

PLANNED STRATEGIES/ACTIVITIES

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Stronger school home communication as well as parent and student incentives will help support this goal. Student performances during PTA meetings/activities, special events/assemblies, volunteer and student recognition will take place to encourage family participation.

Strategies/Activities

Students to be Served by these Strategies/Activities

All students will be served.

Strategies/Activities

SCHOOL/HOME COMMUNICATION - STUDENT AGENDAS/PLANNER Title I (Approximate Cost: \$1,000)

Student planners/agendas will be purchased. (Parents will become better informed of student assignments, projects, assessments/tests, benchmark assessments, and due dates)

SCIENCE FAIR SCHOOL/HOME Materials/Science Boards - Title I (Approximate Cost \$500)

SCHOOL/HOME COMMUNICATION - Principal's weekly newsletters and messages, Flyers, Monthly School Newsletters, Google Classroom Stream messages, School Messenger calls, emails,

PARENT INVOLVEMENT - PARENT WORKSHOPS/TRAINING - Title I (Approximate Cost: \$500)

"Parent University" - Parent workshops will be offered in: CAASPP Formative and Summative Assessment, ELPAC Parent Resources, English Learner Reclassification Criteria and ELPAC Assessment information, Middle School Orientation, Kindergarten Orientation (Including TKs moving to Kdg.) and other topics requested in Parent Needs Assessments Surveys. (Virtual during Distance Learning)

Kindergrarten and Dual Immersion Program tours will be scheduled during the school year. **PARENT INVOLVEMENT - PARENT MEETINGS** (including PTA and ELAC)

Incentives, student performances, awards, special recognition, Science Fair project displays,,student work displays and guest speakers/workshops will be used as incentives for parent/family attendance at parent meetings (Zoom)

PARENT INVOLVEMENT - PARENT VOLUNTEERS

Efforts will continue in order to increase the number of parent volunteers.

Parents will be encouraged to volunteer in classrooms for campus events

Parent/Family recognition and certificates will be given to volunteers at the end of the school year to show appreciation

PARENT INVOLVEMENT - PTA FAMILY EVENTS

Family Game Night, Family Literacy/Math/Science Events, PTA Theme Nights, Coffee with the Principal (**Title I Family Literacy and/or Math/Science Night** Approximate Cost: \$500) **Virtual**

POSITIVE LEARNING ENVIRONMENT

The school administration and staff will provide a positive, safe learning environment for students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

Title 1 (Parent Involvement)

\$ 2,500

Annual Review and Update

SPSA 2018-2019 Year Reviewed:

ANALYSIS 2018-2019 SPSA

2018 -2019 ELA Goal 33%
of students in grades 3-8 will
increase their SBAC scores in
ELA by at least one
achievement level in a
two-year period.

Implementation and Effectiveness

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Targeted interventions with flexible grouping, effective use of resources (including digital resources), in-depth data analysis of student assessments used to drive instructional decisions and planning, as well as structured intervention were utilized during the 2018-2019 school year.

The Cycle of Inquiry was utilized by staff and students throughout the entire school year in 2018-19. Teacher collaborative groups reviewed and analyzed student writing pieces and discussed "next steps."

Preparation for the Smarter Balanced Summative Assessment occurred in all ELA classrooms (grades 3-8). Emphasis was placed upon students' ability to analyze and compare multiple pieces of informational text and respond to given prompts in writing.

Some of the instructional practices implemented included group activities, use of technology and digital resources, Webb's Depth of Knowledge questioning strategies and activities, reading from a variety of genres, and an introduction to using close reading strategies, were some of the primary strategies utilized.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students in the intervention program at Parent School have shown progress. Over 50% of students improved their ELA scaled score from the previous year. 25% of students moved up one achievement level.

SBAC Preparation needs to be more extensive. Students require more intensive practice in developing responses for Performance Assessments.

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Digital resources were utilized throughout the school year. However, ALL classrooms share five campus ChromeBook Carts.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We are monitoring our balances and expenditures throughout the school year, where one-half should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2019-2020 English Language Arts Goal will be modified in order for this goal to be more realistic and attainable. **20% of students will increase SBAC scores in ELA by at least one achievement level.**

More students at the “Nearly Met” achievement level on the SBAC will participate in the Intervention Program.

SBAC preparation will take place in all Language Arts classes with a strong emphasis on Identifying text evidence, using close reading strategies, reading and responding to multiple writing pieces (various genres), using academic conversations, incorporating CLR strategies, and participating in The Cycle of Inquiry.

We will begin offering an After School Academy to support students in ELA.

2018-2019 MATH Goal 33%
of students in grades 3-8 will
increase their SBAC scores in
Math by at least one
achievement level in a two
year period.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Targeted interventions with flexible grouping, effective use of resources (including digital resources), in-depth data analysis of student assessments to drive instructional decisions and planning, as well as structured intervention were utilized during the 2018-19 school year.

Preparation for the Smarter Balanced Summative Assessment occurred in Math classrooms (gr. 3-8).

Interventions, such as focused instruction, differentiated classwork and homework assignments, small group instruction, flexible grouping, collaboration, and use of resources (including digital resources) were implemented in classes

All students participated in the i-Ready program. Some teachers set up individualized lessons for students using i-Ready diagnostic assessment, and lesson data

STEAM lessons and experiments were conducted in middle school science classes

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

FRANK D. PARENT SCHOOL

Students in the intervention program at Parent School have shown progress. 40% of students improved their Math scaled score from the previous year. 10% of students moved up one achievement level.

Our students need to be equipped with effective strategies for solving and responding to performance tasks/assessments in Math. Daily word problems requiring application of skills and weekly practice is needed in order for students to become more proficient. Students struggle on the SBAC when they are required to answer multi-step problems, develop written responses about situations presented, and to apply skills using different operations for a problem.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

IWe are monitoring our balances and expenditures throughout the school year, where $\frac{1}{2}$ should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2019-2020 Math Goal will be modified in order for this goal to be more realistic and attainable. **20% of students will increase SBAC scores in Math by at least one achievement level.**

Targeted intervention using reliable data must be given to underperforming students in classrooms, the Intervention Program, and in the After-School Academy classes.

More opportunities for students to work collaboratively will be planned.

All students will participate in STEAM activities.

CLR strategies(discussion protocols, call/ response attention signals) will be

incorporated. We will begin offering the After School Academy to support students in

Math.

After school enrichment in STEAM, Algebra Club, and MESA will be provided (utilizing the experts on staff) School wide STEAM activities will take place .

2018-2019 Parent Involvement Goal

Strengthen Family
Involvement and Cultivate
Community Partnerships

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Last year, some of our goal strategies and actions for increased parent engagement included:

Family Nights, Back to School Night, Principal's Newsletter, Coffee with the Principal, Panther POPS, School Tours, Winter program, Black History Program,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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FRANK D. PARENT SCHOOL

The school events and PTA Family Nights are well-attended, especially student performances. We have seen a decrease in parent volunteers over the years. Our PTA Membership increased by 8% in 2018-19 from 2017-18.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We are monitoring our balances and expenditures throughout the school year, where one half should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to strengthen School/Home communication, Principal's phone messages are sent regularly, parents receive event flyers and a monthly calendar, and various family events will be scheduled throughout the year. School Beautification events offer opportunities for parents to volunteer on weekends, and parent workshops will be scheduled to take place during the second semester. Our counselor is conducting academic intervention sessions in which he meets with parents of underperforming students to discuss strategies for improvement and possible avenues of support.

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Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

Consolidation of Funds

\$ 208,396

List the Federal programs that the school is consolidating in the school wide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
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Subtotal of consolidated federal funds for this school: \$

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[LCAP supplemental/concentration funds]	\$

INGLEWOOD UNIFIED SCHOOL DISTRICT

FRANK D PARENT SCHOOL

School Plan for Student Achievement

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

Assurances	Approval Date
The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.	9/23/20
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	9/23/20
The school site council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	10/14/20
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	10/30/20
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: English Learner Advisory Committee; Gifted and Talented Education Advisory Committee	10/30/20
Approvals	
The school plan was adopted by the council	11/4/20
Public Notice Due Date	
District Governing Board Review Due Date	

School Site Plan Approved	
Attested by School Principal	11/4/20
Attested by School Site Council Chairperson	11/4/20

Attested

Margaret Nayfeld	Margaret Nayfeld	November 4, 2020
Typed Name of School Principal	Signature of School Principal	Date
Davina Mills	Davina Mills	November 4, 2020
Typed Name of SSC Chair	Signature of SSC Chair	Date